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AUTHOR Nieman, Linda Z.
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ABSTRACT

A review of 80 years of writing and research on stereotypes indicates that there is little agreement on a definition of stereotype; also that the major emphasis has been on definitions that emphasize the consensus of a group on the elements of a stereotype. This paper defines stereotypes in terms of characteristics ascribed by individuals, rather than groups. It suggests a method of measuring "extent of stereotype" which depends on two factors: the number of characteristics used in the stereotype (e.g., stupid, cheerful), and the intensity with which a characteristic is attributed (e.g., all X are stupid, some Y cheerful). Three versions of an instrument developed to measure stereotype, using a modified version of Veldman and Parker's list of personality traits, were administered to 474 high school students, selected only on the basis of providing maximum variability of responses. Results of the analysis, not yet complete, support the validity and stability of the instruments and indicate a moderate degree of correlation (.34 to .70) among the subjects' holding of stereotypes with respect to women, police, and people in general. (RM)

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THE DEVELOPMENT OF A STEREOTYPE ASSESSMENT TECHNIQUE: A QUANTITATIVE APPROACH TO UNDERSTANDING A STUDENT'S BELIEFS

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Linda Z. Nieman, Ph.D.

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November, 1979

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THE DEVELOPMENT OF A STEREOTYPE ASSESSMENT TECHNIQUE: A QUANTITATIVE APPROACH TO UNDERSTANDING A STUDENT'S BELIEFS

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Linda Z. Nieman, Ph.D.

Purpose

This paper reports the ongoing development of a measure which can be used to assess high school students' stereotypes of members of several categories. The measure is based upon an individual differences approach to the study of stereotypes--an approach which presumes that all individuals hold stereotypes, that the extent of the stereotype varies from individual to individual, and that, following measurement, the stereotype is describeable in terms of its components. The developmental process which is outlined here is an attempt to define logically and empirically the essense of a stereotype by delineating its components. Of interest are the components that are common to stereotypes for a wide variety of categories, the way in which the components fit together, and the place of the individual's stereotype within a larger behavioral network.

Traditional Thinking About Stereotypes

A review of almost 80 years of literature and research about stereotypes reveals that social scientists and psychologists have been unable to achieve a common definition of the term stereotype. Brigham (1971) distinguishes among authors who believe stereotypes are incorrect generalizations, those who hold that a stereotype is a special type of concept or category, and those who conceptualize a stereotype as a habit-like mode of thinking. In addition, stereotype researchers continue to debate

whether or not a stereotype must contain an element of truth.

Unity of definition is lacking in tradtional stereotype studies. Methodological unity, the use of the Katz and Braly (1933) assessment technique, has been a distinct and stable feature of stereotype research--especially of ethnic stereotype research--since the early 1930's. The methodology has dictated a consensual rather than an individual approach to the study of stereotypes. In short, a stereotype is viewed as the result of collective (e.g. group) behavior.

Researchers who use the Katz and Braly method or a similar device typically present subjects with an adjective checklist of characteristics that can be used to describe members of a group. Subjects are asked to check the characteristics which, they believe, accurately describe members of the group. Several aspects of the stereotype are then discernable in the data. Stereotype content, for example, consists of the adjectives used most frequently to describe the group and uniformity the percentage of people who pick a given adjective. Additional measureable dimensions of the stereotype such as its intensity, and its positive or negative valence are determined by providing subjects with continua along which they can pinpoint their reactions to each adjective they select (Edwards, 1940; Ehrlich, 1973).

Several conclusions can be drawn about stereotypes held by individuals in the light of traditional research. Selections made by individuals are viewed largely as elements of a stereotype formed by a group as a whole. In effect, traditional

stereotype research stipulates that an individual holds a stereotype when she or he agrees with selections made by the group as a whole. The variety of individual selection is bypassed in favor of group agreement..

Criticism of the Traditional Approach

Large areas of stereotype research have been left untouched by those who follow the consensual approach. McCauley and Sitt (1978) identify the shortcomings of the Katz and Braly method when it is used to measure stereotypes held by an individual. They argue for a separate, quantitative stereotype measure.

> Consider studying some disease only from data of the incidence of that disease in different populations. Research might proceed, but only very awkwardly to what might be done if the disease process could be studied in individuals. The absense of an individual measure of stereotypes has meant that stereotypes have been studied only from essentially epidemiological data and the result have been a dead end for stereotype research. We do not know what has how much of what stereotypes, how they were acquired, and what does or can change them.
> (McCauley and Sitt, 1978, p. 935)

McCauley and Sitt's criticism of traditional stereotype research is, I believe, particularly relevant to the social studies profession which has been slow to develop a dialogue about the theoretical aspects of stereotypes. Hunt and Metcalf's (1968, pp. 95-96) description of a stereotype as a malformed concept and Martorella's (1972, p. 45) definition of a stereotype as an overgeneralization typify the cursory theoretical discussions by the profession. Moreover, research that investigates the relationship between stereotypes and social studies

practice, and, furthermore, the means of assessing this relationship have not developed.

While the profession's involvement with the theoretical aspects of stereotypes has been very limited, its concern with the practical aspects of stereotypes is growing. The profession has committed itself to equality. Ethnic studies, law studies, and women's studies have been infused into the curriculum. Stereotype-free materials have been designed and classroom techniques such as the open-ended sentence and role play developed. The purpose of all of these efforts has been to heighten the practitioners awareness of stereotypes and to enhance his ability to elicit stereotypes from students who then can examine the stereotypes rationally.

Underlying the efforts by the profession to deal with stereotypes is the traditional, group-referenced concept of a stereotype. This consensual concept is apparent each time a course is designed to counteract the commonly-held stereotype of a racial group and each time a pretest is given to elicit "the stereotype" held in common by members of a social studies class.

The lack of an individual differences measure of stereotypes which has inhibited stereotype research in general also has provided the social studies profession with a limited perspective on stereotypes. If we are to assess accurately the effect of our efforts to reduce stereotypes and if we are to design curricula that meet the needs of individuals who hold

stereotypes, we must have available an accurate method to assess those beliefs.

An Individual Differences Approach

Introduced here is an assessment technique which avoids the shortcomings of the consensual approach. The technqiue is based upon a theory of individual differences--a theory in which traits are viewed as an explanation for human behavior. Buss and Poley define a trait as

> a relatively broad and stable disposition to behave in certain ways that are transitutional. . . . A trait may characterize a number of individuals but there may be individual differences in the amount or level of the trait. Hence, the concept of the trait implies a dimension along which people can be ordered. . (Buss and Poley, 1971, p. 1)

In order to consider the holding of stereotypes as a trait one must conceptualize a dimensionalized aspect of human behavior along which individuals are ordered according to their stereotype level. This aspect (trait) has been named extent of stereotype. The trait consists of two constantly interacting components, the range of generalization and the length. Range of generalization may be conceived of as a continuum from all to none. Since equally-generalized points on the range are found at both ends of the continuum, the range can be folded into two equal halves that mirror each other. Length consists of the number of characteristics that ascribes at given points on the range. The two components work together and are inseparable. In effect, a stereotype is the total set of characteristics which an individual ascribes to members of a social group

along a range of generalization that varies from all to none.

An example clarifies the behavior involved in acting out an individual's extent of stereotypes. Student #1 says that all police are stupid and that none are cheerful. Student #2 says that about half are stupid and some are cheerful. Each student has ascribed characteristics along the range of generalization. These ascriptions are the stereotype. Obviously, if the total extent of stereotype was figured by adding responses to these two items, and if more generalized ascriptions carried a larger score, student #1 would have a larger extent of stereotype for police than student #2.

Figuring the extent of an individual's stereotype as an additive function of ascriptive responses reveals the need for a parsimonious and meaningful way to delineate the total possible ascriptions. In other words, length could be potentially as limitless as the number of descriptive phrases and adjectives used in the English language.

Factor analysis is a technique employed by researchers to reduce large numbers of variables to a smaller subset which retains the fundamental components of the original. Veldman and Parker (1971) have factor analyzed the 300 word Adjective Checklist (Gough and Heilbrun, 1965) which is used in personality research. They have found that seven categories: social warmth, social abrasiveness, ego-organization, individualism,

introvert-extrovert, social attractiveness, and neurotic-anxiety encompass the totality of possible descriptions. Conceptually, Veldman and Parker's categories are viewed as a means of ordering ascriptions. These categories are a way to describe length more exactly. Moreover, the economy of the seven categories means that it is feasible to assess this component in combination with the range of generalization. (Adjectives that fit into each of the categories are found in Table 1).

Let us return to the example of the two students who are responding to adjectives used to describe police. The term stupid, according to Veldman and Parker, belongs to the category social abrasiveness while the term cheerful belongs to the category social warmth. Other adjectives belong to each of the categories. Once the student's stereotype for each of the seven categories is figured, these can be added together to produce his/her total extent of stereotype for police. An individual who consistently ascribes characteristics at a mid-range will, for example, have a small extent of stereotype.

Nomological Networks

According to the theory of individual differences, extent of stereotype is a trait. In terms of measurement theory it is one of these abstract concepts called a construct. A trait (construct) does not occur in isolation but occurs as part of an individual's behavioral network which measurement theorists

TABLE 1

Veldman and Parker's

Categories and Adjectives

Social warmth	social abusiveness	Ego organization	introversion/extroversio
+ cheerful	* foolish	efficient	+ loud
+ gentle	@* indifferent	*industrious	@+ outgoing
good-natured	* irresponsible	*organized	+ quiet
+ kind	+ lazy	+practical	reserved
pleasant	* obnoxious	*precise	+ shy
soft-hearted	reckless	*steady	silent
+ sympathetic	rude	thorough	+ talkative
+ warm	shallow		timid

Neurotic anxiety	Individualism	Social Attractiveness
* anxious	@* complicated	+charming
@+ emotional	@* idealistic	clever
moody	impulsive	+goodlooking
+ nervous	+ individualistic	*handsome
@+tempermental	@+ insightful	@+polished
+tense	reflective	+sexy
touchy	spontaneous	sharp-witted
worrying	+ unconventional	sophisticated

+ = included on the extent of stereotype measure

* = reworded on the extent of stereotype measure

@ = relocated on different factor on refined (Factor analyzed) version

refer to as a nomological network. Part of conceptualizing a trait therefore is locating the nomological network to which it belongs.

Conceptually, extent of stereotype appears related to two other constructs, intolerance of ambiguity and category width. Budner has defined intolerance of ambiguity as "the tendency to perceive ambigious situations as a threat " (Budner, 1960, p. 6). Theoretically, individuals with a wide extent of stereotype--those who generalize ascriptions--would want clear, unambiguous situations. Therefore, it is logical that a positive relationship exists between intolerance of ambiguity and extent of stereotype.

Category width has been described by Pettigrew (1958) as an individual's ranging process. Moreover, category width is the tendency of an individual to set consistent limits on the kinds of exemplars he or she will include in a particular category. A person with a narrow category width will include a small range of exemplars in the category yellow and a small range of voices in the category soprano.

Conceptually, at least, category width seems to be negatively aligned to extent of stereotype because individuals with a broad extent of stereotype see much variance while individuals with a wide category width see little variance. A negative relationship between the two constructs was posited.

Summary

Several points summarize the conceptualization of extent of stereotype prior to the empirical analysis of the trait. These points reiterate the important difference between the view offered here and that of earlier interpretations of a stereotype.

Everyone generalizes to a certain extent, either implicitly or explicitly, where he or she ascribes characteristics everyone holds a kind of stereotype, however, the extent of the stereotype differs from individual to individual. Viewing extent of stereotype as a trait reduces the pejorative overtone of the term -- overtones which have existed since Walter Lippman introduced "stereotype" into psychology. (Public Opinion, 1922) Extent of stereotype is not a disease which begins to occur at a certain threshold of generalization, but a continuum along which people can be placed according to trait level. It does not matter, from a conceptual standpoint, whether the stereotype is true or false, intense or weak, positive or negative. These are additional aspects that may be investigated beyond the description of extent of stereotype. What is essential is the largeness or the smallness of the extent of stereotype and the components that interact to produce this extent.

Chapter 2

Purpose

This chapter summarizes the results of several empirical studies which were designed to (1) confirm or reject the conceptualization of extent of stereotype as proposed and (2) to learn, via explorations of the data, if the original conceptualization warrants refinement. Several analyses that are as yet incomplete also are described in order to give the reader a sense of the confines of the entire study. The conceptualized trait, extent of stereotype is a construct and construct validation is an open-ended process (Nunnually, 1967). Therefore, each of the studies which is summarized represents an attempt to come to terms with that trait (construct).

Fundamentals of the study

In general, the underlying structure of all of the studies was the same - the population examined, the test forms, etc. were identical for all studies. Specific differences in the samples and statistical procedures are mentioned wherever necessary.

Method for the Entire Study

A population of 474 high school students, grades 9-12, who attended three Buffalo area high schools participated in the study. No criteria for selecting the population was established other than the need to obtain a population that would

provide a maximum variability of response. The mix in the population of males and females, the representations of all three grades of high school and the participation of individuals from urban and suburban school districts satisfied this criterion. Extent of stereotype for three social groups, namely, for police, women and people in general, were of interest in the studies. The first two categories were selected because of their relevance to the social studies curriculum. The third category was selected in order to provide a basis of comparison for extent of stereotype for two specific and one general group of people.

Three forms of the extent and stereotype measure were generated--a Women's form (WOM), Police form (POL) and people form (PEO) (See appendix for forms). Five adjectives from each of the seven categories which were extracted in Parker and Veldman's factor analysis of the Adjective Checklist, comprised the first thirty-five identical items on all three forms. Adjectives were adjusted to make sense as descriptors of the selected categories. For example, handsome was felt to apply too specifically to males. Therefore, this adjective was restated as attractive. Five additional items were appended to WOM and POL. These items, referred to as WOM, and POM, were phrases and adjectives that represented consensual stereotypes of police and women. Extensive testing by the author had shown that these items were reliable measures of this type of stereotype (Nieman, Unpublished Paper presented to EERA conference, 1979)

The three extent of stereotype forms, Budner's Intolerance of Ambiguity, and Pettigrew's Category Width were administered in a classroom setting to the students. Since only one class period per pupil was allotted by school for testing, all students could not take all measures. A test matrix was generated which randomized the order of the forms and which insured that, statistically, the number of responses to each test was adequate. (see appendix).

The Range of Generalization and Scoring

An eight step scale appeared at the top of the first page of each of the forms. In some of the studies where the step rather than the degree of generalization was important, the scale was examined as a continuum from one to eight. This is the so-called "unfolded" continuum.

To operationalize the conceptualization of extent of stereotype, the scale was usually "folded". The two middlemost steps, slightly less than half and slightly more than half, were weighted +1. Some and most were weighted +2; nearly all and few +3; and all and none +4. Thus, higher scores reflected a greater degree of generalization.

Studies of Extent of Stereotype

Study #1

In this study student scores for each of the items on each of the forms was examined. Item scores were examined in the

unfolded version in order to learn which side of the scale was used most frequently. The folded version was then studied in order to discern the patterns of generalization.

A comparison of the mean scores on WOM items revealed that on the unfolded version mean scores varied from a low of 3.00 for the descriptor emotional to a high of 6.09 for the adjective stupid. Items with higher mean scores on the unfolded version belonged to the social abrasiveness scale while the lowest mean scores were found on the social warmth scale. In comparison to the other five categories included in the test, women were viewed as less socially abrasive and more socially warm.

Mean scores on the unfolded POL form were, on the average, higher than those for WOM. Means varied from a high of 6.25 for fearful to a low of 4.18 for well-organized. In comparison to the WOM means, the POL means exhibited less patterning for particular scales. However, when the folded version is examined, a tendency to generalize more extremely for police than for women is evident.

Mean responses to PEO on the unfolded version fall between the low scores observed for WOM and the high scores for PEO. Most means were found in the 4.00-5.00 range. The highest mean score was 5.99 for the item stupid and the low 3.82 for emotional. Responses to these two items indicated a tendency to respond similarly to PEO and WOM.

When the mean scores are compared on the folded version are examined for the degree of generalization, a definite pattern appears. Means for POL are highest (generally, in the 2.5 range, for WOM second highest (in the 2.0 range) and for PEO for the lowest (in the 1.5-2.0 range). Thus, the degree of generalization seems to depend upon the category to which the individual is responding.

Reliability of the Scales

Each of the seven categories (scales) for POL, WOM, and PEO was studied for reliability. Reliability for the total POL, WOM and PEO also was examined as was the reliability of the entire extent of stereotype measure.

A Coefficient Alpha was produced as a measure of reliability. This statistic varies from 0-1.00. Reliability statistics appear in Table 2.

Reliability statistics indicate that individuals are responding in a consistent manner to the extent of stereotype measure. Each of the scales also is highly reliable.

TABLE 2

ALPHA (RELIABILITY) COEFFICIENTS FOR ESS
(Total and Single Items)

Subscale	N of Items	Alpha	$Alpha_1$
SW WOM	6	.734	.315
SAB WOM	6	.676	.258
PA WOM	7	.696	.246
IN-EX WOM	4	.547	.232
NA WOM	3	.535	.277
IN WOM	2	.638	.438
SA WOM	4	.755	.435
Total WOM	32	.887	.183
SW POL	6	.792	.338
SAB POL	6	.638	.227
PA POL	7	.764	.316
IN-EX POL	4	.537	.225
NA WOM	3	.528	.272
IN WOM	2	.558	.387
SA POL	4	.779	.468
Total POL	32	.900	.220
SW PWO	6	.650	.236
SAB PEO	6	.652	.238
PA PEO	6	.586	.168
IN-EX PEO	4	.487	.192
NA PEO	3	.519	.265
IN PEO	2	.602	.431
SA PEO	4	.694	.329
Total PEO	32	.855	.156
TOTAL (Composite)	96	.917	.154

Factor Analysis of the Data

Study 2

The purpose of this study was to investigate the degree to which the factorial structure of the data confirmed the categories that were built into the items. The extent to which the five items on each of the scales co-adhered on a single factor was the indicator of this tendency.

Prior to factor analysis each test form from an individual was "read into a file" as if it were a separate case. The objective was to achieve a file which contained maximum variability of response. The resulting file then was divided into two random halves. A variety of factor analytic models then were examined in order to find the best fit for the data. Seven factors were stipulated in the analyses in order to maintain the conceptual framework. These seven factors were then collapsed into 3-6 factor solutions and the data were re-examined.

Results

Seven factors that bear striking resemblance to Veldman and Parker's categories appeared repeatedly in the data. The social warmth scale maintained its components with the exception of the item emotional which repeatedly coadhered. The Ego organization factor was the most stable of all of the factors. Two additional descriptors from the individualism scale also clung consistently to this factor. These were strong beliefs and insightful. The social attractiveness scale with the exception

of polished-well-mannered remained intact. The item "care" did not belong to the social abrasiveness factor which appeared in the data as a combination of unfavorable adjectives (stupid, unreliable, lazy, nasty, tempermental, and hard to understand. Three of the five adjectives in the neurotic scale co-adhered. These were: fearful, nervous and tense. Four of the five adjectives in the introvert-extrovert scale remained, namely, loud, quiet, shy, and talkative. The individualism scale broke down to two adjectives, individualistic and unconventional, which consistently clung together on a separate factor.

Thus, the seven factors built into the instrument were largely stable. Future studies will examine the reliability of the refined factors. Once this reliability is examined a decision can be made whether or not to maintain the factors as originally conceptualized or to refine the conceptualization.

Study 3

The relationship between extent of stereotype for police, women and people in general was studied. This included an investigation of the relationship between extent of stereotype conceptualized as a trait and consensually.

The intercorrelations among three extent of stereotype measures and of the consensual stereotypes are displayed below in Table 3.

TABLE 3
CORRELATION MATRIX

For Extent of Stereotype Measures

	WOM	POL	PEO	WOM1	POL1
WOM	1	.54	.58	.64	.44
POL		1	.34	.54	.70
PEO			1	1	.55
WOM1					1
POL1					

All the extent of stereotype measures are related. The mid to high range of correlations among the three individual differences measures reveals that the data contain a single factor (G factor) that accounts for the variance of the scores. The highest correlations occurs when an individual differences measure is correlated with a consensual measure of the same category. This result is expected because a part of one's extent of stereotype likely is derived from the beliefs one shares with others. The lowest correlations (.31 and .34) appear when the relationship between extent of stereotype for police and people in general is examined. High school students apparently draw a stronger distinction between the way they generalize characteristics to people and the way they generalize them to police. They do not make this same sharp distinction when

ascribing characteristics to women and people in general. It can be assumed (based upon the limited number of categories,) that the category, police, creates a special response in teenagers.

Future directions

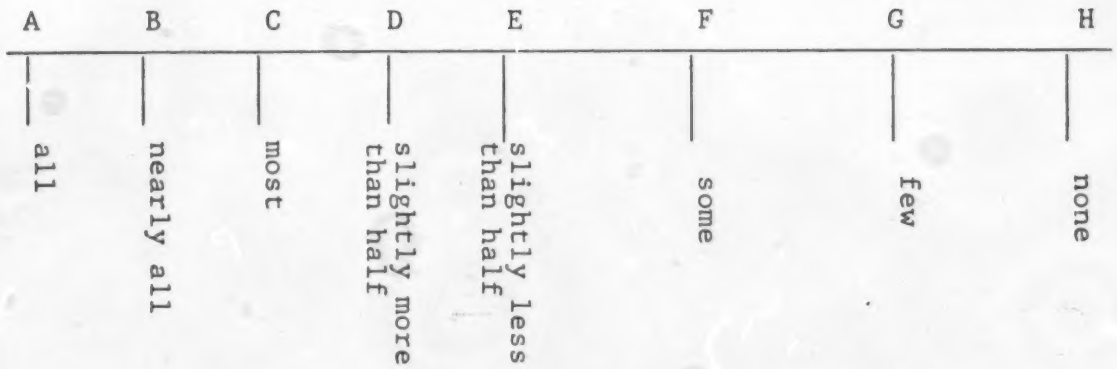
The present stage of development of the measure is one of further analysis and pondering. Individual scores for each of the refined scales developed during factor analysis will be produced. Based upon the reliability of these scores, a decision will be reached whether to retain the conceptualized extent of stereotype measure or to accept the refined version as preferable. Once this major decision is reached, it will be possible to analyze an individual's extent of stereotype in terms of its components. Moreover, the relationship of extent of stereotype to category width and intolerance of ambiguity will be studied.

Summary

Results gathered from the administration of the extent of stereotype test are as yet incomplete. However, studies of the factorial structure of the data, of the reliability of the measure, and of the interrelationship of the measures has been assessed. The results lend credence of the theory that extent of stereotype is a behavior that individuals display across category ascriptions. These ascriptions apparently can be classified in terms of the broad, stable categories that are used in the general descriptions of oneself and others.

APPENDIX

DESCRIBING WOMEN



Below are listed some characteristics that may be used to describe women. If you think that:

The characteristic applies to all women darken circle A on your answer sheet.
The characteristic applies to nearly all women darken circle B on your answer sheet.
The characteristic applies to most women darken circle C . . . .
The characteristic applies to slightly more than half women darken circle D . .
The characteristic applies to slightly less than half women darken circle E . .
The characteristic applies to some women darken circle F . . .
The characteristic applies to few women darken circle G . . .
The characteristic applies to no women darken circle H . . . .

Answer ALL items. There are no correct or incorrect answers.

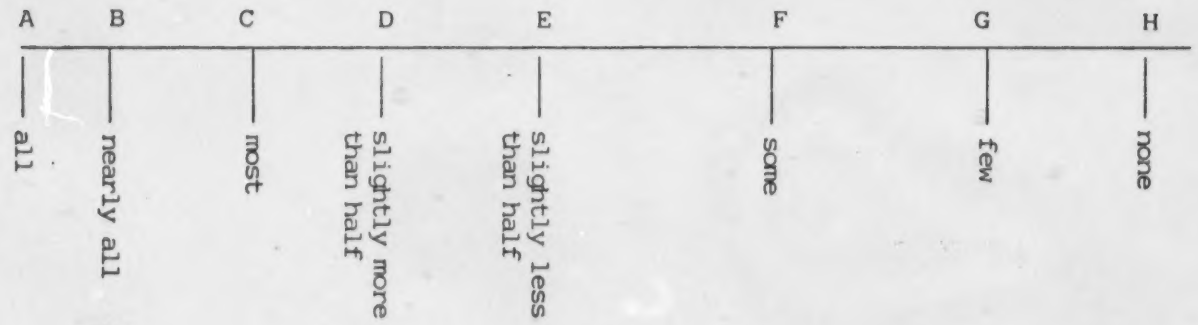
WOMEN

1. are cheerful
2. are stupid
3. are hard workers
4. are loud
5. are fearful (get scared easily)
6. are hard to understand
7. are charming

WOMEN

8. are gentle
9. care about others
10. are well-organized
11. are outgoing
12. are emotional
13. have strong beliefs about what is important
14. are good-looking
15. are kind
16. are unreliable (can't count on them)
17. are exact in what they do (precise)
18. are quiet
19. are nervous
20. are insightful (have a good understanding of things)
21. are well-mannered
22. are warm people
23. are lazy
24. are practical (like to do what is necessary)
25. are shy
26. are temperamental (get angry easily)
27. are individualistic (like to do "their own thing")
28. are attractive
29. are sympathetic (sensitive to other people)
30. are nasty
31. are stable (steady)
32. are talkative
33. are tense
34. are unconventional (like to be different)
35. are sexy
36. cry easily
37. are gossipy
38. are turned on by clothes shopping
39. like math
40. make decisions easily

DESCRIBING POLICE



Below are listed some characteristics that may be used to describe police.

If you think that:

The characteristic applies to all police darken circle A on your answer sheet.
The characteristic applies to nearly all police darken circle B on your answer sheet
The characteristic applies to most police darken circle C . . .
The characteristic applies to slightly more than half police darken circle D . . .
The characteristic applies to slightly less than half police darken circle E . . .
The characteristic applies to some police darken circle F . . .
The characteristic applies to few police darken circle G . . .
The characteristic applies to no darken circle H . . .

Answer ALL items. There are no correct or incorrect answers.

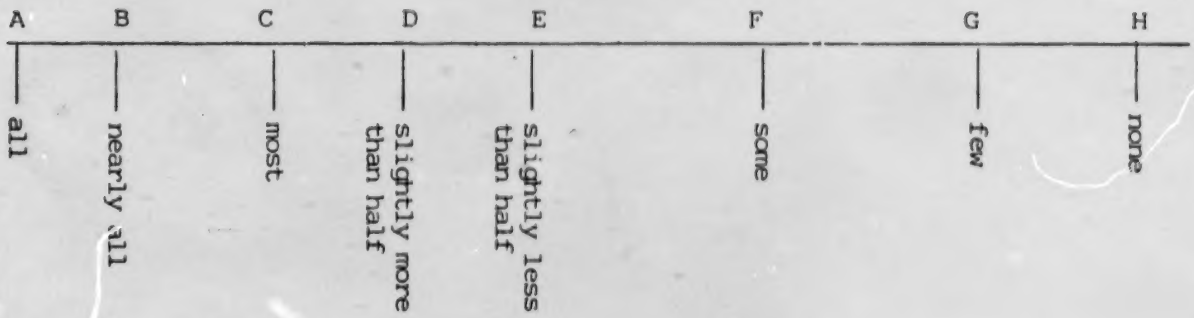
POLICE

1. are cheerful
2. are stupid
3. are hard workers
4. are loud
5. are fearful (get scared easily)
6. are charming
7. are hard to understand
8. are gentle
9. care about others
10. are well-organized
11. are outgoing
12. are emotional
13. have strong beliefs about what is important
14. are good-looking

POLICE

15. are kind
16. are unreliable (can't count on them)
17. are exact in what they do (precise)
18. are quiet
19. are nervous
20. are insightful (have a good understanding of things)
21. are polished (well-mannered)
22. are warm people
23. are lazy
24. are practical (like to do what is necessary)
25. are shy
26. are temperamental (get angry easily)
27. are individualistic (like to do their own thing)
28. are attractive
29. are sympathetic (sensitive to other people)
30. are nasty
31. are stable (steady)
32. are talkative
33. are tense
34. are unconventional (like to be different)
35. are sexy
36. like to hassle teenagers
37. are honest
38. are prejudiced
39. are power-hungry
40. are willing to trade their lives for their communities

DESCRIBING PEOPLE IN GENERAL



Below are listed some characteristics that may be used to describe people in general. If you think that:

The characteristic applies to all people in general darken circle A on your answer sheet.
The characteristic applies to nearly all people in general darken circle B on your answer sheet.
The characteristic applies to most people in general darken circle C . . .
The characteristic applies to slightly more than half people in general darken circle D . . .
The characteristic applies to slightly less than half people in general darken circle E . . .
The characteristic applies to some people in general darken circle F . . .
The characteristic applies to few people in general darken circle G . . .
The characteristic applies to no people in general darken circle H . . .

Answer ALL items. There are no correct or incorrect answers.

PEOPLE IN GENERAL

1. are cheerful
2. are stupid
3. are hard workers
4. are loud
5. are fearful (get scared easily)
6. are hard to understand
7. are charming
8. are gentle
9. care about others
10. are well-organized
11. are outgoing
12. are emotional

PEOPLE IN GENERAL

13. have strong beliefs about what is important
14. are good-looking
15. are kind
16. are unreliable (can't count on them)
17. are exact in what they do (precise)
18. are quiet
19. are nervous
20. are insightful (have a good understanding of things)
21. are well-mannered
22. are warm people
23. are lazy
24. are practical (like to do what is necessary)
25. are shy
26. are temperamental (get angry easily)
27. are individualistic (like to do "their own things")
28. are attractive
29. are sympathetic (sensitive to other people)
30. are nasty
31. are stable (steady)
32. are talkative
33. are tense
34. are unconventional (like to be different)
35. are sexy

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